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ABSTRACT

For the purposes of meeting the demands of the twentieth century, it is recommended that colleges adopt a form of mosaic programming. The elements of the structural framework for such programming are: (1) All general education courses should be organized as learning modules of one academic credit hour in equivalency, with written course goals and learning objectives for each course or module, the content to be in an interdisciplinary context as much as possible; (2) The academic calendar should be designed in time modules of about six weeks each; (3) Self-pacing learning and instructional materials should be used extensively; (4) Credit should be available by examination and also for equivalent courses satisfactorily completed in high school or other colleges; (5) Community resources should be utilized; (6) Off-campus study should be incorporated in the courses to attract and serve a wide variety of students; (7) Mosaic general education courses could be organized under four major categories: human society, nature and humanity, human communications, and symbol systems; (8) Counseling services, of a non-traditional sort, should be available to students to support the general education courses; (9) Program planning assistants should be available to help the student plan, elect, and schedule his own mosaic general education pattern; and (10) The faculty assigned to teach the general education course should be organized under a particular administrator who would be responsible only for the successful conduct of the program. (CK)

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NEW WINE AND NEW BOTTLES:

A Proposal for "Mosaic Programming," A Different Approach to General Education for Colleges and Universities

(-- by William C. Strasser, President
Montgomery College, Rockville, Maryland)

"That universities divide my interests into different fields doesn't make them separate in fact": so reportedly once observed the late Paul Goodman, author, therapist, reformer, iconoclast, far-ranging humanist.[1] So, also, might observe millions of college and university students throughout the United States, reflecting upon their personal experiences with their alma mater's approaches to general education--approaches that in many instances are time-worn, anachronistic, paternalistic, authoritarian, and demagogic!

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Most colleges and universities traditionally require of all their students a basic "core" of courses in the "liberal arts and sciences," to be completed for eligibility for an associate or bachelors degree. Such a "core"--dating back perhaps a century or centuries and typically including courses in each of the studies of English composition, literature, mathematics or the natural sciences, the social sciences, and the humanities--has been justified as a means of assuring "breadth" or "general exposure" of all students (regardless of the interest and competency of the student) to a

1. New York Times, Friday, August 4, 1972, p. 30.

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variety of academic disciplines, a variety of perspectives on life and living, the nature and limitations of knowledge and knowing, and "the good life." Thus, the student specializing in a particular theoretical or applied field can assumably know somewhat generally about other realms of knowledge and human experience than the one particular field in which he is specializing or "majoring."

This is a worthy educational purpose. But, its fulfillment as a part of the program in American higher education is mired today in the quandary of gross academic oversimplification, academic disciplinary departments, and the vested interests of faculty and administrators involved in preserving the status quo of "their" courses, disciplinary specialties, and methods of teaching.

What is needed is to "swing loose" from the past, to invent new wine and new bottles--new content and new packaging--to make the general purpose of college and university "general education" viable, responsive, relevant, stimulating, diverse. For this is a different, a far different world, from the relatively stable, predictable, agricultural world that existed 50, or 100, or 200 or more years ago when much of the framework, the packaging, and the content of "general education" was conceived in American higher education. As Paul Goodman noted so succinctly in the above quotation, academic assumptions don't necessarily reflect the reality of an individual's life, interests, actions, creative ingenuity, interpersonal relations, or "real" or abstract "knowing."

"Our World" Today

Reflect briefly on "our world" today, the late twentieth century, the world in which college and university students are living, probing, seeking the future--it's certainly far from placid, predictable, stable, agricultural, content, dichotomized into only the simple majority and a quiet and reconciled dissenting minority! It's an American world of the bombarding, "here and now" mass media of newspapers, television, magazines, paperback books, films, music, paintings, sketches, cartoons, free-form sculpture, etc.--a world of rapid personal mobility in time, on earth, in space--a world gathering and generating more and more information to process: the era of information and research "explosion," with an accumulating "implosive" effect on the individual--a world of considerable freedom for the individual to explore and to develop for himself or herself the many facets of being alive today: every day new values, new mores, new morals, new technologies, new experiences--a world of many minorities, vocally prolific, active, discontent, reforming, evolutionary and revolutionary dissidents who insist on their "rights" in the American democracy--a world concerned about its population growth and its survival in an increasingly "polluted" environment! One could go on and on almost ad infinitum! It's a fast and diversified culture, and getting more so.

For higher education, the pervasive, relatively new fact of life in "our world" of the late twentieth century is that virtually everybody can and increasingly does become involved in and with American colleges and universities. Opportunity for higher education--a utopian goal thirty

years ago--is very nearly an American commonplace reality today for talented children, for all adolescents, young adults, older adults, the brilliant, the "average," the person undecided about his educational goals, the highly motivated, the native American Indian, the foreigner, the Chicano, the Black, the women, the Oriental, and on and on. Some barriers remain, but they are being removed or lessened with due speed and conviction by many institutions, through such efforts as the "Open University" (an institution recently founded in England), the "University without Walls," and the "Empire State College," in recognition of the need for more liberal approaches to twentieth century "liberal" and "applied" education.

Yet, much remains to be done in many hundreds of colleges and universities to restructure, repattern, rethink the operations and programs of these institutions so that they reflect, respond to, and stimulate the heterogeneous millions of people who participate as students at their institutions. Much remains to be done to incorporate the realities of the twentieth century in what happens to students at these institutions and in what students can do for themselves through such institutions. And, "general education," by academic requirements touching the lives of virtually all freshmen and sophomore students, is a good "fragment" on which to focus for change because it is an anachronism as practiced in many institutions and because it affects (or, even worse, does <u>not</u> affect) the lives of so many people, an increasing number each year as college and university enrollments continue to burgeon.

As a potential future reading and viewing resource for the reader of this article, and as a means of providing a convenient reference for footnoting hereafter, there is included at the end of this article a "Resource Bibliography" of books, articles, and a film, all of which, in one way or another, provide a general frame of reference for the ideas expressed herein. Subsequent footnotes will refer to the specific item number (e.g., "(1)" or "(5)") listed in the Resource Bibliography, with pagination reference if appropriate. The reader may wish to read or view some of the items listed in the bibliography for further detailed background on some of the ideas expressed in this article, even though all items are not necessarily referred to in the footnotes.

"General Education" Today

At present, "general education" has become a confused concept, neglected in some institutions, treated rather preemptorily in other institutions, mechanically considered as a distributed collection of 7 or 8 courses in others, and conglomerated into a parcel of "survey" courses on western civilization, English, general science, mathematics, and physical education in still other institutions. Its purpose has sometimes been "informally" translated into a competition between academic departments who want to keep tenured faculty on their staffs by requiring students to take departmental courses rather than courses designed to give the students a reasonably free elective-choice among courses designed to promote the wide-ranging curiosity, intellectual and emotional response, and probing and exploratory instincts of persons living in a highly diversified and rapidly changing world that sometimes defies simple

academic "cataloging" of the interests of an equally diversified student body.

In summary some of the institutionally structural things that have happened to "general education" are:

(a) it has been superficially and stereotypically "liberal arts and science" oriented, rather than personal and/or relatively practical and/or really "liberatingly liberal" in orientation and structure in order to help the student to become acquainted, "stretched," stimulated by academic and experiential diversity, contemporaneity, self-motivation and choice, and the interdisciplinary nature of living in the late twentieth century.

(b) it has been "global" in intent but "narrow" in its practical scope of credit-hour requirements and departmental course offerings (3 or 4 credit hours per course typically allows only about 6 or 7 courses (or topics) and teachers).

(c) it has been "chopped away" by specialized courses that have become required in many highly specialized pre-professional (e.g., pre-medicine and pre-music curricula), technical (e.g., engineering and printing technologies), and semi-professional (e.g., dental hygiene and mental health curricula) degree programs, as well as in some of the "liberal arts and science" majors such as art and biology and history.

(d) "survey" courses have been used to attempt to "cover" the field "comprehensively" (but perhaps also superficially and frustratingly), an approach that may be too "thin" and inflexible for individual differences, needs, and desires of today's heterogeneous student body.

(e) it has been somewhat uniform in credit-hour and specific-course requirements for all students, regardless of the background, competence, or future goals of each student.

(f) it has failed in many instances to take into account the community college concept of variable "certificate" (rather than degree) programs which need differential, short-phase academic approaches to completing academic requirements for the "certificate" (a "certificate program" is typically a specialized course of study in an applied field such as secretarial studies, teacher aide, fire prevention technology, or computer data processing that can be completed in about a year or less).

The "conventional wisdom" that has underlain the "typical" general education approaches should be set aside, and some new concepts and assumptions, appropriate to the great flexibility and varied interests of students today, should be used. There is a need for a general education of a new sort--interdisciplinary as much as possible, personalized for each student, broader in scope than the mere accumulation of credit hours from among selected academic departments, more exploratory and brief than the typical present semester-calendar and in-depth specialized liberal arts and science courses permit, more related to "real experience," creativity, self-actualization, and more stimulating and diversely developmental for the individual student. Perhaps a paradox is involved: by "fragmenting" the educational experience of a student in general education into smaller "bits" or "mosaic chips," it may be possible to create (within the student, not the academic discipline or faculty member) a more personally unified

and creative perspective on life and its rich diversity, as well as a challenge to the student and the institution to reflect more of the reality of the contemporary world in their modes of living, to be more succinct and pithy in what they do, and to appreciate and to respect individual differences in people, things, and situations.

The "conventional wisdom" has said to the student in general education: "Survey the field selectively, sample only a few faculty and specialized fields of knowledge, take big blocks of time (a semester or two) for each survey course or discipline selected, don't attempt to be interdisciplinary or transcendentalistic in your study because that's not academically respectable, and assume each professor himself or herself, can serve as a 'general' teacher using the specialized, relatively narrow academic context of his or her own special graduate-degree major or minor field of study."

A New Point of View

A new point of view for the "teaching" of general education might more appropriately be: "The realms of knowledge and living are rapidly and vastly multiplying--undergoing infinite mutations, like the physical and biological environment--day by day. No one can totally keep up, even in a highly specialized field, though it's necessary and important to try, and it's less likely that this situation will change in the future. To attempt to 'teach' students general education is therefore an academic absurdity--like waiting for Godot. Perhaps a sensible and sensitive

approach is for the professor and the student to profess that they, together, will seek, explore, share, probe, criticize, personally synthesize, and create, each for himself and to some reasonable extent together, the 'facts,' the hypotheses, the 'new' knowledge, the ethics, the values, the changing dynamic relationships among people as individuals and groups, among people and other organic entities, among people and inorganic things, among various inorganic things, and among people and the concepts and emotions and transcendental dimensions that underlie or cause actions, events, and situations of micro or macro significance. There should be a partnership, rather than a teachership and studentship."

For much of their previous lives, and possibly for most of their future lives, many students have been and will be misled academically by "learning" from their teachers, the mass media, and the pedants, the over-simplified, stereotypic non-unity of life and living, the categorizing of things and actions into neat, non-related conceptual compartments. "General education" in higher education can make a contribution toward personal enlightment and stimulation, and toward "real life simulation," by focusing, in a relatively interdisciplinary context, on some of the useful, provocative, and "future shock" aspects of the unity or unities in knowledge, emotions, analysis, synthesis, action, and reaction between and among people and things. The academic disciplines, and much of day-to-day routine trivia of work, have a "separate," "separating," and "specializing" effect that may submerge the individual in a numbing boredom and disaffection. The humanity in the individual needs an awareness of diversity, a stimulus to synthesize

diversity, a unifying intellectual and emotional "magnet," a sense of parts and wholeness, in order to offset the all-too-present counter inertia. "General education" needs to reach out to the multi-millions who, without such stimuli, otherwise may continue to find the world of their acquaintance a world divided into academic disciplines, occupational specializations, races, nations, sexes, young people and old people, "good" things and people and "bad" things and people.

Given the foregoing assumptions, what programming might better serve as a basis for collegiate general education? The paragraphs and illustrations that follow in the balance of this article present a framework and some illustrative detail of a proposal for "mosaic programming," a different approach to general education for colleges and universities--hopefully, new wine and new bottles!

"Mosaic Programming"

"Mosaic Programming" for general education can be described under two major topical subheadings--goals and structural elements. Each of these two topics is presented in the following paragraphs, with some illustrative charts intended to give the reader an operational concept of some potential particulars of a collegiate general education program if the concept of mosaic programming were to be used as the operational framework. Insofar as the author is aware, no institution has developed or is planning or operating such a general education pattern at present. The basis for the ideas expressed in this article is eclectic and manifold: readings and visuals listed in the "Resource Bibliography" at the end of this article,

visits to colleges and universities over a number of years, discussions with college faculty and administrators, the teaching and educational experience of the author, and reactions of students and the public to the present "state of the art" of collegiate education, among other sources.

Goals of Mosaic Programming

The goals of mosaic programming are rooted in the statements and feelings expressed in the paragraphs above. Essentially, the primary consideration involved is that today's world, and likely tomorrow's world in which today's American college students will live, is and will be a world of great diversification, of active and vocal minorities seeking, shiftingly and repeatedly, new coalitions to achieve their purposes, of considerable personal freedom, choice, and leisure for the individual (perhaps, for many people, within a somewhat routine and boring world of work, four or five days a week), of continuing accumulation of information and new technologies, and of relatively extensive mobility of people within and between nations throughout the world. In such a world, the individual will need to sort out his or her experiences periodically throughout life, make many choices about his life style, government's policies, and career work, and program himself or herself to use abundant leisure time in diverse, self-resourceful ways to avoid the plague of boredom and provide a stimulating environment in which to live.

In this type of context, the general goals of a collegiate general education, available to virtually <u>all</u> high school graduates, could be phrased as follows:

1. To help the individual to analyze, organize, integrate, synthesize, and focus the multi-fragments of his experience in order to promote and stimulate his own "wholeness" and his ability to enjoy himself, other people, and the varied environments in which he lives or can help to create.

2. To help the individual to explore and become more aware of the multi-dimensional nature of himself and the environments in which he has lived, is living, and may live in the future.

3. To help the individual participate effectively in planning, carrying out, and evaluating the government and society of which he may be a part.

4. To provide an intellectual and emotional framework for the individual to inter-relate a multiplicity of scholarly knowledge, personal experience, and aspirations for the future.

5. To develop within the individual many intellectual and emotional potentialities for continuing future personal growth as a compassionate, knowledgeable, inquiring, creative, hypothesizing, and productive person.

In terms of the kinds of derivative goals that an institution can use to organize a curriculum of modular mosaic courses, the following statements provide a framework of the types of knowledge and experience (or, a kind of "checklist") that could be included in the collection of individual mosaic courses offered by a particular institution. The statements assume that seven types of "objects" will form the substantive base of the mosaic courses: the individual person (structural organization, and functioning aspects of the human individual), groups of people

(structural organization of groups of people, and functioning aspects of human groups), individual non-human organisms (structural organization, and functioning aspects of individual non-human organisms), groups of non-human organisms (structural organization of groups of such organisms, and functioning aspects of such groups), individual non-organic entities (structural organization, and functioning aspects of such non-organic matter), groups of non-organic entities (structural organization, and functioning aspects of such groups), and relationships among or between each of the preceding six categories or types of individuals and groups. Based on these seven types of "objects," the following more particular curricular course goals can be stated for the student in general education:

1. To explore broad structures and various systems of knowledge
2. To explore varied means of acquiring knowledge
3. To explore the uses of knowledge and to apply some of these uses
4. To explore various significant types of organization which are characteristic of the individual person (e.g., anatomical organization, psychological organization), groups of people (e.g., social organization, political organization), other types of living entities, and non-living entities
5. To explore various methods whereby the individual, groups of individuals, and other types of living entities function
6. To explore significant types of creative expression of various types of living entities, and significant transformative powers of creative expression
7. To explore significant relationships and interactions among individual persons, other types of living entities, and various types of non-living entities
8. To explore significant relationships and interactions among groups of people, of other types of living entities, and of various types of non-living entities
9. To explore relationships within the self of a person and within other types of living entities
10. To explore significant relationships and interactions between and among various types of living and non-living entities

Each or combinations of the above ten goals could be "translated" into a number of specific, individual modular mosaic courses of one academic credit each, each course to be developed on the basis of written, specific learning goals and objectives or outcomes for the student, in the manner described by Bloom, Cohen, and Rouesche in their articles and books (see items (1), (4), (9), and (11) in the "Resource Bibliography"). Each student could be requested by the professor of each course to write, in addition to the objectives specified for the course, several of the student's own personal objectives for each course in which he enrolls, the objectives to be related to the specified goals for each course. Thus, the student could involve himself personally in structuring and fulfilling the goals of each course, from his own perspective and aspirations.

Structural Elements

The structure and operation of mosaic programming for general education are intended to "open up" to the student both the classical and the contemporary, the scholarly and the experiential, the active and the reflective, the theoretical and the practical, perspectives on the individual and groups, the past, the present , and the potential possibilities of the future. As Schwab has written: "Disciplines are very complex, hence the diversity and variety of available modes of classification are great. Consequently, depending upon what one emphasizes about the disciplines, one or another or still a third or a fifth or a tenth classifcation of them is generated." (See page 15 of item (16) listed in the Resource Bibliography.) Given this assumption, the present collegiate departmental

organizations should not be the basis for organizing general education for students--the goals of the program and the ingenuity of academic entrepreneurs should provide an interdisciplinary bridge to the students and a basis for an effective program.

Schwab also points to the long-standing and somewhat-neglected intellectual rationale of Aristotle for organizing knowledge and disciplines into three major groupings: the "theoretical," the "practical," and the "productive." (See pages 15-18 of item (16).) Commenting on the lack of attention and respectability accorded by educators to the "practical" and "productive" disciplines, Schwab states: "We, on the other hand, have tended to fall into the habit of treating all disciplines proper to schools as if they were theoretical. We manage to maintain this preoccupation in the case of practical disciplines by ignoring them. In the case of the productive disciplines, we ignore them in some cases and in others resort to the trick of treating them as if they were theoretical. Music appreciation is taught as if its purpose were to recognize obvious themes of symphonies or concertos and proudly announce the opus number and the composer's name. Performing music is taught as if the aim were merely to follow the notes and obey the teacher's instructions about the score. Literature is taught as if dramas and novels were windows looking out on life, or worse, as if, in the case of music appreciation, the object of the game were to know choice tidbits about the character, the life, or the times of the author. Art is taught, like literature, as if its aims were to provide a true, a faithful photograph of life. Happily, the exceptions

to these structures are increasing. ... Nevertheless, the theoretizing of the productive disciplines is still prevalent enough to render this warning relevant." (See pages 17 and 18 of item (16).) Mosaic programming is intended to include, by design, the theoretical, the practical, and the productive.

Finally, Schwab concludes and suggests: "If students discover how one body of knowledge succeeds another, if they are aware of the substantive structures that underlie our current knowledge, if they are given a little freedom to speculate on the possible changes in structures which the future may bring, they will not only be prepared to meet future revisions with intelligence but will better understand the knowledge they are currently being taught." (See page 30 of item (16).) In this spirit, mosaic programming is to be structured! It should be heuristic, allow for the serendipitous as well as the intended, the personally relevant, and provide a "spread" of cognitive and experiential curricular cells within which a comprehensive set of course offerings can be developed and made available to students on an elective basis so that each student can create his own mosaic general education pattern and program, his own "thing" in the academy!

In summary, the elements of the structural framework for mosaic programming are:

1. All general education courses should be organized as learning modules of one academic credit hour in equivalency, with written course goals and learning objectives for each course or module, the content to be in an interdisciplinary or transdisciplinary context as much as possible,

with some modules to be designed for articulation with other modules so that there can be relatively coherent "linkages" among some modules to form a sequence for extended study by the student or for scheduling and academic-calendar flexibility. Such modules should enable faculty to profess their various specialties more conveniently than the present three-credit-hour courses of a general nature do, and should attract competent part-time faculty as well as experts in various fields and professions.

2. The academic calendar should be somewhat variable in nature from year to year, but designed in time modules of about six weeks each (each module to be completable within that time frame), during which time registration, course study, examinations, and grades would be completed for all students registered for that modular term. With this type of calendar, an institution would present registration opportunities and course completion schedules that would commit a student or faculty member for only six weeks at a time, would enable students (adults or adolescents) or faculty to "stop out" for six weeks and resume again after a six or twelve week period for employment, or study, or research, or relaxation, and would enable the institution to offer six-, twelve-, or eighteen-week extended terms as "block" modules of the basic six-week term. Courses could be available year around, night and day, with such a calendar.

3. Self-pacing learning and instructional materials should be used extensively to enable students to set their own pace in each course, some perhaps finishing course requirements before the end of the six-week term. Such materials might include programmed texts, learning machines

that use filmed programmed textual materials, auto-tutorial media and laboratories, computer assisted instruction, independent reading lists, research projects in the community, bibliographical research, television programs on closed circuit or cable or educational network channels, lectures, concerts, exhibits, dramatic presentations, museum resources, material published or distributed by national parks or local historical societies, commercially packaged learning kits adapted to the goals and objectives of the course, etc.

4. Credit should be available by examination, on request of the student, so that the competence of the student can be rewarded without requiring the student who, in advance of registration, can satisfy course requirements and objectives to reinvent his "wheel" by taking a course he already "knows" sufficiently. Credit, not waiver, also should be allowed for equivalent courses satisfactorily completed in high school or other colleges.

5. Community resources (such as museums, performing arts activities, social and educational agencies, public governmental agencies, international agencies and organizations, environmental and nature centers, lectures, demonstrations and exhibits, television programs, political party organizations, special libraries such as the Library of Congress, etc.) should be utilized to link the campus with the community and the "real" working world. (See item (14) in the Resource Bibliography for more detailed information.)

6. Off-campus study should be incorporated in the courses to attract and serve a wide variety of students and to commingle the abstract and the

experiential and the practical in the explorations of the students enrolled in general education courses. Courses might be offered in foreign countries or in culturally "different" areas of the United States, in shopping centers, in churches, in apartment buildings. Academic credit might be granted for practicums or mini-internships in schools, colleges, public agencies, businesses, professional practitioners' offices, with seminar discussions and critiques of such student experiences held periodically with a professor from the college.

7. Mosaic general education courses could be organized under four major categories, the student being required to elect about four or five courses in each category. Such categories, based on the general education goals stated above, could be: "Human Society," "Nature and Humanity," "Human Communications," and "Symbol Systems." The accompanying charts on these categories list a number of possible one-credit mosaic modules that could be offered within each of the four categories.

8. Counseling services, of a non-traditional sort, should be available to students to support the general education courses. Such counseling services would be directed toward helping students to make and explore career choices for themselves, consider aspects of their own personal psychological development, improve understandings and behavior in interpersonal dynamics, develop improved learning and study skills, develop and practice better health behavior, develop physically, and develop recreational skills that would be useful in subsequent life. Such counseling would be available through elective mosaic courses offered by the counseling faculty, such courses as are listed on the accompanying chart entitled "Counseling and Personal Development." Minimum personal

interview and discussion counseling on a one-to-one basis would still be available through the counseling faculty on campus, with professional assistance from local mental health and public health agencies whose representatives would be on campus and on call if needed.

9. Program planning assistants should be available, one assigned to each student, to help the student plan, elect, and schedule his own mosaic general education pattern.

10. The faculty assigned to teach and "profess" the general education courses should be organized under a particular administrator or coordinator who would be responsible only for the successful conduct of the general education program. Faculty might teach courses other than those classified as general education, but would be responsible to this administrator or coordinator for all work done in the general education program.

Hopefully, mosaic programming such as described briefly above would be a more contemporary, useful, and flexible educational experience for students than now is generally available in colleges and universities. It might also be a reasonable framework within which to organize the entire collegiate curriculum, with some adaptations. It would seem worth trying, both for the benefit and stimulation of the students and the broader, more flexible academic base available to faculty through such an approach.

HUMAN COMMUNICATIONS:
MOSAIC COURSES, ILLUSTRATIVE

Playwright's Craft: Creative Drama Writing
American Novels Since 1950
Literature of the American Minorities Confrontation: 1960-1972
Literature of American Ethnic--Group Assertion
Nonverbal Communications
American Poetry of the 1960's
Semantics
Mathematics as Communication
Music as Communication
Art as Communication
Drama as Communication
Literary Criticism
Dramatic Criticism
Music Criticism
Art Criticism
Research and Bibliographic Methods
Journalistic Reporting
Expository Writing
Argumentation and Persuasive Composition
Journalistic Editorial Writing
Magazine Writing
Feature Writing
Creative Writing: Poetry
Creative Writing: Short Story
Creative Writing: Essay
The Film as a Communications Medium
Television as a Communications Medium
Newspapers and Magazines as Communication Media
Public Speaking Practicum
Television Speaking Practicum
Significant American Poetry: 1900-1970
Significant American Short Story: 1900-1970
Significant American Novels and Novella: 1950-1970
Basic Composition: Sentence, Paragraph, and Theme
Individual Research Projects in Human Communications: I, II
Major Themes in American Literature
Major Themes in British Literature
Oriental Poetry
Historic Forms in Poetry
History of the Structural Development of the Novel, the Short Story, and the Novella.
Tragedy as a Literary Theme
Love as a Literary Theme
Death as a Literary Theme
The Supernatural as a Literary Theme
Utopias as a Literary Theme
Man in Search of Himself through the Arts: I, II, III
Technical Writing
Twentieth Century Western Philosophy

Human Communications (continued)

Twentieth Century Non-western Philosophy
American Drama in the Twentieth Century
Philosophy as a Discipline
Comedy Themes in Films
Comedy Themes in American Literature
Essays and Social Criticism: Discussion of Selected Essays from Current Magazines and Newspapers
Existentialism in Twentieth Century American Literature
Epistemology
Historical Highlights in the Development of Philosophy in America

HUMAN SOCIETY:
MOSAIC COURSES, ILLUSTRATIVE

The American Woman: Past and Present
The Emerging American Woman
The American Man: Past and Present
The Emerging American Man
Witchcraft
Group Dynamics and Human Behavior
Fashion Awareness and Analysis
Culture of Contemporary Russia
Culture of Contemporary France
Culture of Contemporary China
Culture of Contemporary Mexico
Culture of Contemporary Japan
American Foreign Policy: 1960-1970
The United Nations: 1945-1972
American Foreign Trade: 1950-1972
Comparative Government: United States, Russia, China, Japan, England
Concepts in Economics
Research Methodology: Concepts in Psychology
Research Methodology: Concepts in Sociology
Recent Research in the Social Sciences
Historiography
Problems of Social Science Research
Research Projects in the Social Sciences: Individual Tutorial Research
American Urban Culture: The Contemporary Scene
American Suburban Culture: The Contemporary Scene
American Rural Culture: The Contemporary Scene
Architecture and Living Environments
Philosophy and Ethics
Philosophy and Aesthetics
Philosophy and Morals
Philosophy and Law
American Local Government: 1972
American State Government: 1972
American Federal Government: 1972
The American Family Today
Contemporary Research in Anthropology
Contemporary Research in Archaeology
Juvenile Delinquency
Crime in the United States: 1950 and 1970
Cultural Geography
Community Planning and Contemporary Participation in America
Man in Search of Himself through Social Science Research: I, II
Contemporary American Indian Culture
Analyses of Contemporary American Culture
Minority Groups in American Society
Individual Research Projects in Human Society: I, II, III
Practicum in Public Service: I, II, III
Practicum in Business Management: I, II, III
Utopias in American Society: 1800-1970

Human Society (continued)

History as a Discipline
Psychology as a Discipline
Sociology as a Discipline
Social Control Aspects of Religion
Religion as Philosophy
Morality and Religion
Perspectives on Transcendentalism in Religion
Analysis of Contemporary Regional Culture: Folk Arts in the Appalachian Mountain Areas

NATURE AND HUMANITY:
MOSAIC COURSES, ILLUSTRATIVE

A Study of the Books: *Exploring New Ethics for Survival*, *The Restless Earth*, and *Intuition*

History of American Science
History of Technology
Significant Concepts in Biological Sciences
Significant Concepts in Physical Sciences
Significant Concepts in Health Sciences
Significant Concepts in Bio-physical Research
Chemistry as a Classification of Biological Matter
Environmental Management: National Policies
Ecological Problems: Biological Dimensions
Ecological Problems: Non-organic Interactions
The Earth as an Environment in Space
Problems of Oceanography
Significant Concepts in Meteorology, Astronomy, and Oceanography
Human Anatomy and Physiology: Concepts and Major Principles
Man in Search of Himself through Science: I, II, III
Individual Research Projects in Science: I, II, III
Individual Research Projects in Technologies: I, II, III
Classification Systems in the Natural Sciences
Classification Systems in the Biological Sciences
Principles of Scientific Research
Biology as a Discipline
Chemistry as a Discipline
Physics as a Discipline
Current Problems in Biological Ecology
Fundamental Principles of Physical Geology
Concepts in Historical Geology
Significant Hypotheses of Astronomy
Meteorology: The Current State of Practice
Classifying Geological Specimens
Roadside Geology
Paleontology for the Beginner
Oceanography: Principles and Practices
Horticulture for the Layman
Taxonomies in Zoology
Physics for the Layman

SYMBOL SYSTEMS:
MOSAIC COURSES, ILLUSTRATIVE

Symbolic Logic
African Art: Symbolic Perspective
Raku
Multi-Media Drawing
Printmaking--Introduction
Contemporary Art Workshop
Interior Design
Introduction to Musical Instrument Performing: The Recorder
Introduction to Musical Instrument Performing: The Guitar
Introduction to Musical Instrument Performing: The Banjo
Ensemble Musical Performing: Applied Workshop
Choral Performing: Applied Workshop
Measurement Systems
American Dialects
Language as Symbol System
Mathematics as a Symbol System
Music as a Symbol System
History of Mathematics
Grammar of American English
Architecture as Human Symbol System
Individual Research Project in Symbol Systems: I, II, III
Forms of Music
Forms of Art
Forms of Literature
Statistics for the Layman
Mathematics as a Discipline
Classifications and Systems of Knowledge

COUNSELING AND PERSONAL DEVELOPMENT: MOSAIC COURSES, ILLUSTRATIVE

CAREER CHOICE:

- Health Sciences
- Elementary School Teaching
- High School Teaching
- College Teaching
- Performing Arts
- Engineering Technologies
- Business Management
- Public Administration
- International Service
- State Government
- Local Government
- Federal Government
- Media and Advertising
- Printing
- Journalism
- Computer Operations
- Environmental Control
- Biology
- Physical Sciences
- Mathematics
- Personnel Management
- Insurance
- Stock-market selling
- Accounting
- Transportation
- Legal Practice
- Law Enforcement

STUDY AND LEARNING SKILLS:

- Studying and Learning the "Mosaic" Way
- Bibliographic Research Resources
- Understanding Science Research Journals
- Understanding Social Science Research Journals
- Study Skills

PERSONAL DEVELOPMENT:

- Physical Maturation
- Social Maturation
- Applied Psychology for Everyday Living
- Personal Philosophies for Daily Living
- Leadership
- Adolescence
- Adulthood
- College and the Individual
- Education and the Individual

PHYSICAL DEVELOPMENT:

- Weight Lifting
- Gymnastics
- Karate
- Physical Exercises
- Isometrics
- Participation in Athletic Teams

HEALTH:

- Nutrition
- Dieting
- Sexual Relationships
- Drugs and Health
- Smoking and Health
- Alcohol and Health
- Exercise Throughout Life

RECREATION:

- Swimming
- Tennis
- Camping
- Boating
- Hiking
- Scuba Diving
- Hunting
- Golf
- Coin Collecting
- Skiing
- Ice Skating
- Volleyball
- Badminton
- Card Games
- Party Games for Adults
- Intramurals Participation

INTERPERSONAL DYNAMICS:

- Marriage
- Discussion Techniques
- Group Dynamics
- Human Relations in the Office
- Supervision
- Sociological Factors in Interpersonal Relations
- Student Government Leadership
- Applied Social Psychology for Everyday Living
- Committee Membership
- Chairing Committees
- Communications Problems
- "Rap" Groups
- "Encounter" Experiences

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(2) Anxiety and the Executive, by Alan N. Schoonmaker (American Management Association, Inc.: New York), 1969--see especially Chapter 13, "Enlightened Individualism."

(3) Classics in Management, revised edition, edited by Harwood F. Merrill (American Management Association, Inc.: New York), 1970--see especially the chapters by George E. Mayo, Chester I. Barnard, and Douglas M. McGregor.

(4) Dateline '79: Heretical Concepts for the Community College, by Arthur M. Cohen (Glencoe Press: Beverly Hills, California, and London, England), 1969.

(5) Future Shock, by Alvin Toffler (Bantam Books: Toronto, New York, London), 1970.

(6) Growing Up Absurd: Problems of Youth in the Organized System, by Paul Goodman (Vintage Books: New York), 1956.

(7) Intuition, by R. Buckminster Fuller (Doubleday and Company, Inc.: Garden City, New York), 1972.

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(9) "Learning for Mastery," by Benjamin S. Bloom, printed in Evaluation Comment, published by the Center for the Study of Evaluation of Instructional Programs, University of California at Los Angeles, May 1968, Vol. 1, No. 2.

(10) Me and the Orgone, by Orson Bean (Fawcett Publications, Inc.: Greenwich, Connecticut), 1971.

(11) Objectives for College Courses, by Arthur M. Cohen (Glencoe Press: Beverly Hills, California, and London, England), 1970.

(12) Professors as Teachers, by Kenneth E. Eble (Jossey-Bass, Inc., Publishers: San Francisco, Washington, London), 1972.

(13) Saturday Review Magazine--see issues published in 1971 and 1972 on "Education," "The Arts," "The Society," and "Science," especially the issue of July 24, 1971, containing an article on "Without Marx or Jesus."

(14) Somewhere Else: A Living-Learning Catalog, compiled by The Center for Curriculum Design (823 Foster Street, Evanston, Illinois 60204), 1972.

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(16) The Structure of Knowledge and the Curriculum, edited by G. W. Ford and Lawrence Pugno (Rand McNally and Company: Chicago), 1964--see especially the chapter by Joseph J. Schwab entitled "Structure of the Disciplines: Meanings and Significances."

(17) Toward a Theory of Instruction, by Jerome S. Bruner (Belknap Press: Cambridge, Massachusetts), 1966.

(18) "With Such as These," a twenty-minute sound film available from The Center for Curriculum Design (823 Foster Street, Evanston, Illinois 60204).